



Guide for Michigan Schools and Districts

Completing and Submitting SRO Requirements in ASSIST

About This Guide

This guide has been developed specifically for Michigan schools and districts. It provides an overview of ASSIST and step-by-step instructions for using the tools in ASSIST to address priority and focus school/district requirements.

ASSIST is designed to guide and streamline the improvement planning process and help eliminate duplication of effort!

Learn more at:

www.advanc-ed.org/mde

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ASSIST® Overview

Through partnership, AdvancED and the Michigan Department of Education, have customized The Adaptive System of School Improvement Support Tools (ASSIST®) to guide and support a common, statewide improvement planning process for all Michigan Schools and Districts.

Schools and districts identified as “Priority” or “Focus” by the Michigan Department of Education during the Fall of 2012 will complete diagnostics and assurances (where appropriate) in ASSIST as part of the accountability process. Tasks will be set in ASSIST to guide schools and districts down the appropriate path toward improvement, accountability, and compliance.

ASSIST is designed as a continuous improvement tool! In the coming months you will hear more about how ASSIST will help eliminate duplication and streamline the reporting process.

The primary navigation of ASSIST takes place using a series of tab across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located within each.

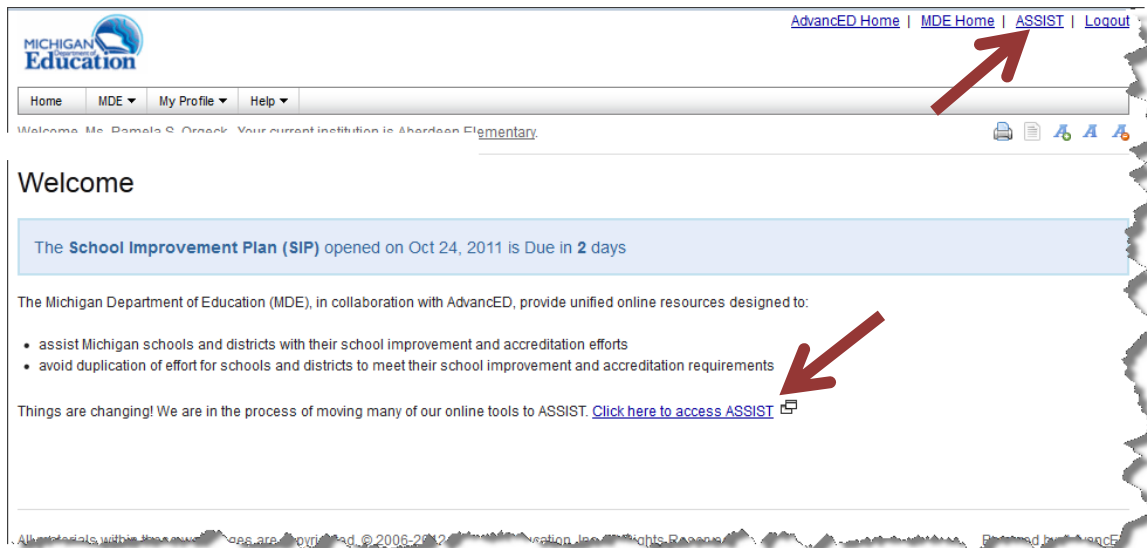
Overview	Profile	Diagnostics & Surveys	Assurances	Goals & Plans	Actions & Reviews	Portfolio
Due dates for required tasks - upcoming, past due, and completed	Basic institution, demographic, affiliation, accreditation, and accountability status information Performance section is currently blank	Diagnostics: <ul style="list-style-type: none"> • Executive Summary • Focus School Diagnostic • Transformation Redesign Diagnostic • Turnaround Redesign Diagnostic • Single Building District Resource Allocation Self-Assessment Diagnostic • District Resource Allocation Self-Assessment Diagnostic • Self-Assessment • Student Performance • Stakeholder Feedback Surveys: <ul style="list-style-type: none"> • Parent • Staff • Middle/High Student (6-12) • Elementary Student (3-5) • Early Elementary Student (K-2) 	Yes/No Certification Questions – AdvancED and MDE state and federal assurances	Build and manage goals and improvement plans	Check and balance to ensure appropriate goals and strategies are in place Currently blank for MI schools	Documents for submission (Focus and Priority School/District Reports and Accreditation Reports where applicable)

Accessing ASSIST®

There are two ways for Michigan schools and districts to access ASSIST.

Option 1

1. Log into the School Improvement Management System using the same Login and Password you have always used.
2. Click one of the “ASSIST” links in the Management System to navigate to ASSIST.
NOTE: You will be directed to another login page and asked to reenter the same Login and Password.



Option 2

1. Go to www.advanc-ed.org/assist and enter your Login and Password.
NOTE: This will take you directly into ASSIST. If you need to access your improvement plan or reports in the Management System, you will need to login using Option 1 above.

Priority Schools

All schools identified as “Priority” by the Michigan Department of Education, which were not identified as a “PLA” school during 2010 or 2011, have been assigned an ASSIST task to complete and submit a Reform Redesign Report. Once a school has selected the federal model for their reform/redesign plan, they can follow the steps provided in this guide to document their plan and submit the required task in ASSIST.

NOTE: If your school is selecting the closure or restart model, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort.

State School Reform/Redesign Office (SRO)
517.335.5310

Federal Reform/Redesign Options

All priority schools must submit a reform/redesign plan that includes one of the four federally defined intervention models:

- **Transformation** - The district addresses four specific areas: 1) developing teacher and school leader effectiveness, which includes replacing the principal who led the school prior to commencement of the transformational model; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community oriented schools; and 4) providing operating flexibility and sustained support.
- **Turnaround** - This includes, among other actions, replacing the principal and at least 50 percent of the school’s staff, adopting a new governance structure, and implementing a new governance structure, and implementing a new or revised instructional program.
- **Restart** - The school district closes the school and reopens it under the management of a charter school operator, a charter management organization, or an educational management organization selected through a rigorous review process. A restart school is required to enroll within the grades it serves, any former student who wishes to attend.
- **School closure** – The district closes the school and enrolls the students who attended that school in other high-achieving schools in the district.

Each of the first two intervention models requires extended learning time for all students in all subjects, including enrichment time and professional learning time for staff.

Getting Started

Upon logging into ASSIST, you should see an upcoming task listed with a due date of November 29, 2012. Clicking the task name will display the document details required for submission.

Click on the task name to view the document details required for submission.

If you do not see a task, but believe you should have one, please contact customerservice@advanc-ed.org.

Viewing Task Details

The Task Details page provides a list of all components to be included in the submitted document.

Note: Clicking the task name on the **Overview** tab takes you to the **Portfolio** tab.

The Section identifies which components are Diagnostics and Assurances.

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED				Add / Remove
Diagnostic	Transformation Redesign Diagnostic	MDE			✓	Add / Remove
Diagnostic	Turnaround Redesign Diagnostic	MDE			✓	Add / Remove
Assurance	N/A	MDE				Add / Remove

Note: The task details identify what needs to be submitted, but we can tell that nothing has been attached because the Components section is blank.

There are checkmarks in the **Optional** field for the Transformation and Turnaround Diagnostics because schools are only required to submit one, not both, depending on the federal model they select for reform/redesign.

Use the **Diagnostic & Surveys** and **Assurances** tabs at the top of the screen to navigate to the content that needs to be completed in order to submit the report. Once the diagnostics and assurances are completed, return to this page to "Add" the completed content to the report and submit.

Administering Diagnostics

Click the **Diagnostic & Surveys** tab at the top of the page.

Note: Parent, Student, and Staff Surveys are also available for administration under the **Survey** tab.

These Diagnostic and Survey Tools will assist your institution in collecting valuable data to inform your improvement efforts. encourage you to use them regularly to gauge your progress.

[Diagnostics](#) [Surveys](#) [Reports](#)

To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.

[Start a Diagnostic](#)

Diagnostics can be self-administered at any time by clicking on the **Start a Diagnostic** button. Schools and school systems/districts are encouraged to use diagnostic tools as part of an ongoing self-assessment process.

The screenshot shows a web interface with three tabs: 'Diagnostics', 'Surveys', and 'Reports'. Below the tabs, a text instruction reads: 'To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.' A button labeled 'Start a Diagnostic' is visible. Below this is a table with the following data:

School Year	Name	Description	Due on	Status
2012-2013	Turnaround Redesign Diagnostic	2012-13 Turnaround Diagnostic (Edit)	Not applicable	In Progress

As you administer diagnostics, they will appear in a table at the bottom of the screen.

Upon clicking the **Start a Diagnostic** button, you will be taken to the Start a Diagnostic page where you can select the diagnostic you would like to administer from a drop-down list.

The screenshot shows the 'Start a Diagnostic' page. At the top, there is a section titled 'Start a Diagnostic'. Below it, a dropdown menu is open, showing a list of diagnostic options: 'Executive Summary', 'Focus School Diagnostic', 'Improvement Plan Stakeholder Involvement', 'Self Assessment', 'Self Assessment with Early Learning Standard', 'Single Building District Resource Allocation Self-Assessment (ERS) Diagnostic', 'Stakeholder Feedback Diagnostic', 'Student Performance Diagnostic', 'Transformation Redesign Diagnostic', and 'Turnaround Redesign Diagnostic'. A callout box on the right contains the text: 'Note: The only way to preview a diagnostic is to start it. You can delete the diagnostic if you decide it is not needed.' Below the dropdown, there is a 'Description' field with the text '2011-12 Sample School Executive Summary'. A callout box on the left contains the text: 'Be sure to provide a brief description that will help to differentiate one diagnostic from another. You may decide to administer multiple diagnostics over time.' At the bottom, there are 'Cancel' and 'Start' buttons.

Be sure to provide a brief description that will help to differentiate one diagnostic from another. You may decide to administer multiple diagnostics over time.

Once you have selected a diagnostic and provided a description, click **Start**. All diagnostics are self-administered in the same fashion. Priority schools will need to complete an Executive Summary, as well as, either the Transformation Redesign or Turnaround Redesign Diagnostic.

You will notice that there are several additional diagnostic tools available in the drop-down menu. Feel free to explore and use these additional diagnostic tools as part of your ongoing self-assessment and continuous improvement process.

Completing the Executive Summary

The Executive Summary is a narrative diagnostic tool that captures your school or school system's story. It contains the vision and cultural context of the institution, as well as key information about how the school provides teaching and learning. Challenges and opportunities are highlighted in the document.

The diagnostic content is tailored for schools, school systems, corporations, ESAs and early learning institutions. ASSIST provides the appropriate content based on institution type.

The Executive Summary is a required component of the Reform/Redesign Report; however, institutions are encouraged to use it as an ongoing support tool. Exhibit A (attached) contains the school level Executive Summary content.

The number of items within a section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the Executive Summary by clicking the section title.

Clicking a section title on the Diagnostic Summary will open the Section Summary screen where you can view the item and respond by clicking the **Respond** link.

Overview Profile Diagnostics & Surveys Goals & Plans Assurances Portfolio

Diagnostic Summary

Executive Summary

[2011-12 Sample School Executive Summary \(Edit\)](#)

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

[Description of the School](#)
1 of 1 items are completed

[School's Purpose](#)
1 of 1 items are completed

[Achievements and Notable Improvements](#)
0 of 1 items are completed

[Additional Information](#)
0 of 1 items are completed

[View PDF](#) [Delete](#)

Overview Profile Diagnostics & Surveys Goals & Plans Assurances Portfolio

Section Summary

[« Back to Diagnostic Summary](#)

Achievements and Notable Improvements

Responses

✓ Denotes an incomplete response.
✓ Denotes a completed response that can be edited.

Summary of all responses	
Respond	Describe the school's achievements and notable improvements in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Note: You can return to this screen at any time to change an item response until the document is submitted.

Clicking the Respond link will open a narrative box where you can type your response to the item. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

There is a 6000 character limit to each section of the Executive Summary.

Click **Save and Continue** to move forward to the next item.

Achievements and Notable Improvements

Describe the school's achievements and notable improvements in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Enter your response

6000 characters left

[Previous](#) [Save and Continue](#)

Once each section of the Executive Summary has a response, a **Complete** button will appear at the bottom of the Diagnostic Summary screen. Upon clicking this button, the Executive Summary will be locked from editing and available to add to the Reform/Redesign Report for submission.

View, save, or print a PDF of the Executive Summary at any time during the process.

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#) [Actions & Reviews](#) [Portfolio](#)

Executive Summary

2012-13 Executive Summary
Published on: Sep 05, 2012

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Description of the School
1 of 1 items are completed

School's Purpose
1 of 1 items are completed

Notable Achievements and Areas of Improvement
1 of 1 items are completed

Additional Information
1 of 1 items are completed

[View PDF](#) [Complete](#)

Executive Summary

Success! The Diagnostic has been completed.

2012-13 Executive Summary

Published on: Sep 05, 2012

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

The diagnostic you are attempting to access had already been completed. This diagnostic needs to be reopened before you can access it.

[View PDF](#) [Reopen](#)

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

Note: The information provided in the Executive Summary is made available to the public through the AdvancED Institution Locator on the AdvancED website, if you are an North Central Association (NCA) accredited institution. Even after publishing, you can come back to this diagnostic at any time to make updates and republish.

Completing the Transformation Redesign Diagnostic

The Transformation Redesign Diagnostic is a narrative tool that captures information and details for how the school plans to address the requirements of the federal Transformation model. The collection of items within this diagnostic addresses all of the requirements for this model.

Schools selecting the Transformation option should complete this diagnostic and include it as part of their Reform/Redesign Report submission. Exhibit B (attached) contains the Transformation Redesign Diagnostic content.

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the diagnostic by clicking the section title.

Transformation Redesign Diagnostic

2012-13 Transformation Redesign Diagnostic

The following items are required elements of the Transformation Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

PART A: REFORM TEAM PERSONNEL
1 of 1 items are completed

PART B: TEACHING AND LEARNING PRIORITIES
2 of 2 items are completed

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
3 of 5 items are completed

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
1 of 2 items are completed

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT
0 of 2 items are completed

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT
0 of 2 items are completed

View PDF Delete

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Select an item by clicking the **Respond** link.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

[Back to Transformation Redesign Diagnostic](#)

✓ Denotes an incomplete response.
✓ Denotes a completed response that can be edited.

Summary of all responses

Respond		
Respond	✓	Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.
Respond	✓	Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Respond

« Back to PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

6000 characters left

< Previous Save and Continue

There is a 6000 character limit for each narrative response to this diagnostic.

Respond to each item by providing a written narrative in the box provided. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Transformation Redesign Diagnostic will be locked from editing and available to add to the Reform/Redesign Report for submission.

Transformation Redesign Diagnostic

Success! The Diagnostic has been completed.

2012-13 Transformation Redesign Diagnostic

The following items are required elements of the Transformation Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

The diagnostic you are attempting to access had already been completed. The diagnostic needs to be reopened before you can access it.

View PDF Reopen Delete

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

Transformation Redesign Diagnostic

2012-13 Transformation Redesign Diagnostic

The following items are required elements of the Transformation Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

PART A: REFORM TEAM PERSONNEL
1 of 1 items are completed

PART B: TEACHING AND LEARNING PRIORITIES
2 of 2 items are completed

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
5 of 5 items are completed

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
2 of 2 items are completed

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT
2 of 2 items are completed

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT
2 of 2 items are completed

View PDF Complete Delete

View, save, or print a PDF of the diagnostic at any time during the process.

Completing the Turnaround Redesign Diagnostic

The Turnaround Redesign Diagnostic is a narrative tool that captures information and details for how the school plans to address the requirements of the federal Turnaround model. The collection of items within this diagnostic addresses all of the requirements for this model.

Schools selecting the Turnaround option should complete this diagnostic and include it as part of their Reform/Redesign Report submission. *Exhibit C (attached)* contains the Turnaround Redesign Diagnostic content.

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the diagnostic by clicking the section title.

The screenshot shows the 'Turnaround Redesign Diagnostic' interface. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (selected), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. Below the tabs, the title 'Turnaround Redesign Diagnostic' is displayed. Underneath, the text '2012-13 Turnaround Diagnostic' is followed by a description: 'The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.' Below this, five sections are listed with their completion status and progress bars:

- PART A: REFORM TEAM PERSONNEL**
1 of 1 items are completed (100% green bar)
- PART B: TEACHING AND LEARNING PRIORITIES**
2 of 2 items are completed (100% green bar)
- PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**
3 of 5 items are completed (60% blue bar)
- PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**
0 of 4 items are completed (0% gray bar)
- PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**
1 of 2 items are completed (50% red bar)

At the bottom, there are buttons for 'View PDF' and 'Delete'.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Select an item by clicking the **Respond** link.

The screenshot shows the 'PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES' section. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (selected), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. Below the tabs, the title 'PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES' is displayed. Underneath, there is a link 'Back to Turnaround Redesign Diagnostic'. Below this, there are two lines of text: 'Denotes an incomplete response.' (with a gray checkmark) and 'Denotes a completed response that can be edited.' (with a green checkmark). Below this, there is a table titled 'Summary of all responses'.

Respond		
Respond	✓	Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
Respond	✓	Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Respond

[Back to PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES](#)

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

6000 characters left

[< Previous](#) [Save and Continue](#)

There is a 6000 character limit for each narrative response to this diagnostic.

Respond to each item by selecting providing a written narrative in the box provided. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Turnaround Redesign Diagnostic will be locked from editing and available to add to the Reform/Redesign Report for submission.

Turnaround Redesign Diagnostic

Success! The Diagnostic has been completed.

2012-13 Turnaround Diagnostic

The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

The diagnostic you are attempting to access had already been completed. This diagnostic needs to be reopened before you can access it.

[View PDF](#) [Reopen](#) [Delete](#)

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#) [Actions & Reviews](#) [Portfolio](#)

Turnaround Redesign Diagnostic

2012-13 Turnaround Diagnostic

The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

PART A: REFORM TEAM PERSONNEL
1 of 1 items are completed

PART B: TEACHING AND LEARNING PRIORITIES
2 of 2 items are completed

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
5 of 5 items are completed

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
4 of 4 items are completed

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT
2 of 2 items are completed

[View PDF](#) [Complete](#) [Delete](#)

View, save, or print a PDF of the diagnostic at any time during the process.

Certifying Assurances

Click the **Assurances** tab at the top of the page.

All priority schools, regardless of the federal model they choose to implement, are required to certify and submit assurances as part of their Reform/Redesign Report in ASSIST. Exhibit D (attached) contains the school assurances content.

Assurances can be self-activated at any time by clicking on the **Start an Assurance** button. Upon clicking this button, you will be taken to the Create Assurances Report page where you will

- 1) select Michigan Department of Education from the Agency drop-down menu
- 2) select the current school year
- 3) provide a brief description that will help to differentiate one set of assurances from another over time.
- 4) click **Create**

School Year	Name	Description	Due on	Status	Action
2012-2013	Michigan Department of Education Assurances	2012-13 MDE Assurances (Edit)	N/A	Completed	View PDF

Any assurances that have already been started for your institution will show in a table within the Assurances section. Clicking the assurance name will allow you to view/edit the assurance certification status.

Note: The only way to preview assurances is to start them. You can delete them if you decide they are not needed.

The Assurances Detail screen provides a list of all the assurances that require certification, as well as the current certification status.

Agency: Michigan Department of Education

School Year: 2012-2013

Description: 2012-13 SRO Assurances

Use this field to distinguish the assurances you create from one another

Buttons: Cancel, Create

Click an assurance name to view the assurance statement and provide/edit a response.

Assurance Name	Certified
Teacher and Leader Evaluation Processes	Yes
Professional Development Calendar	Yes
Increased Learning Time - School Calendar	Not Yet
Increased Enrichment Opportunities	Not Yet
Teacher Collaboration	Not Yet
MOU or Collective Bargaining Agreement	Not Yet

Buttons: View PDF, Delete

Upon entering each assurance, read the statement and select a certification status. If a certification status of “no” is selected, you will be required to provide a comment in the box provided.

Click the **Save** button to save your response and continue with the next assurance.

Attachments

- Only one file per assurance can be attached. If you need to attach multiple documents, combine them into a single PDF document and then attach.
- Most file types are supported as uploads.

Assurances					
Select from the list below to access an Assurances Report.					
Start an Assurance					
School Year	Name	Description	Due on	Status	Action
2012-2013	Michigan Department of Education Assurances	2012-13 MDE Assurances (Edit)	N/A	Completed	View PDF

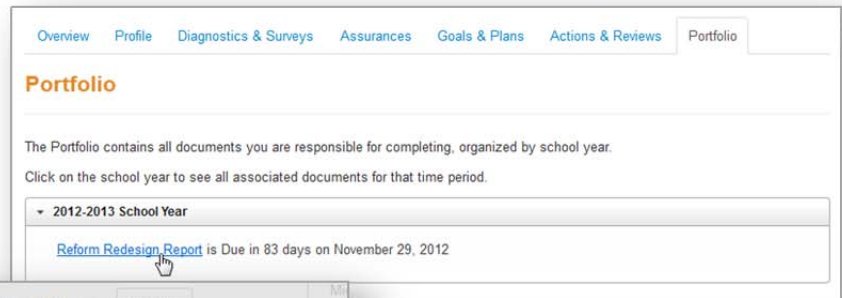
Once all assurances have a certification status, the document status will automatically change to “Completed.”

A printable copy of the assurances can be downloaded, saved, and printed at any time by clicking the **View PDF** link. The PDF will contain the certification status and comments entered, as well as the document name of any uploaded files.

Michigan Department of Education Assurances		
Sample School		
Michigan Department of Education Assurances		
Priority Assurances		
Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	TeacherEvaluationTool.docx
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	ProfessionalDevelopmentCalendar.pptx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	The appendix provided in the attached document shows a detailed breakdown of our daily school schedule as compared to previous years. SampleSchoolCalendar.pdf
Our school provides additional time to improve student learning and		

Completing and Submitting the Reform Redesign Report

Click the **Portfolio** tab at the top of the page, and then open the Reform Redesign Report (This report can also be viewed by clicking the task name on the **Overview** tab.) Note: The report will be located under the 2012-13 School Year.



The Reform Redesign Report (In Progress) page is shown. An 'Add Components to your document' modal is open, allowing the user to select components to add or remove from the document. The modal lists the 2012-13 Executive Summary as a selectable component.

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED				Add / Remove
Diagnostic	Transformation Redesign Diagnostic	MDE			✓	Add / Remove
Diagnostic	Turnaround Redesign Diagnostic					
Assurance	N/A					

Click the **Add/Remove** button next to each component. This will open a window that allows you to select the diagnostic you would like to attach. Select a diagnostic by checking the box and **Save** your selection.

Note: If you click the **Add/Remove** button prior to starting that diagnostic under the **Diagnostic & Surveys** tab, you will not see anything to attach. If you have created multiple diagnostics (e.g., 2 Executive Summaries), you will see them both in the list and select only the one you want to attach for submission.

Saving a selection will make it appear within the Components section of the report table. You can click the name to view/edit the diagnostic or assurance results.

The completed Reform Redesign Report table is shown. The 'Components' column now includes the 2012-13 Executive Summary, 2012-13 Transformation Redesign Diagnostic, and Michigan Department of Education Assurances. The 'Completed' column shows checkmarks for the Executive Summary and Assurances, and a green checkmark for the Transformation Redesign Diagnostic. The 'Optional' column shows a green checkmark for the Transformation Redesign Diagnostic.

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED	2012-13 Executive Summary	✓		Add / Remove
Diagnostic	Transformation Redesign Diagnostic	MDE	2012-13 Transformation Redesign Diagnostic	✓	✓	Add / Remove
Diagnostic	Turnaround Redesign Diagnostic	MDE			✓	Add / Remove
Assurance	N/A	MDE	Michigan Department of Education Assurances	✓		Add / Remove

If all questions in the component have a response, a checkmark will appear in the completed column.

Once all required components of the document have a completed checkmark, the document can be submitted by clicking the **Submit** button at the bottom of the page.

Note: You can view a PDF of the complete document at any time during the process by clicking the **View PDF** button at the bottom of the page.

Priority Single Building Districts

All single building districts identified as “Priority” by the Michigan Department of Education, which were not identified as a “PLA” school during 2010 or 2011, have been assigned an ASSIST task to complete and submit a **Single Building District Improvement Report - Priority**. Once a district has selected the federal model for their reform/redesign plan, they can follow the steps provided in this guide to document their plan and submit the required task in ASSIST.

NOTE: If your district is selecting the closure or restart model, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort.

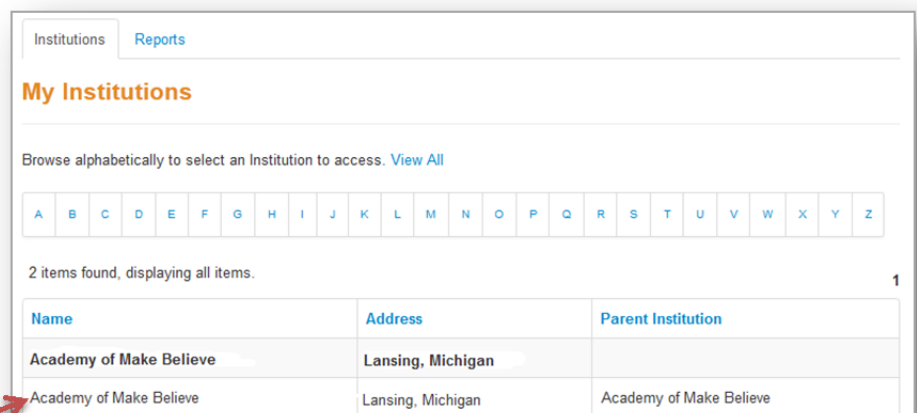
State School Reform/Redesign Office (SRO)
517.335.5310

Getting Started

Users associated with a single building district will see a screen similar to this when they log into ASSIST.

Notice that the bolded institution name does not have a Parent Institution listed. This signifies a “district” account.

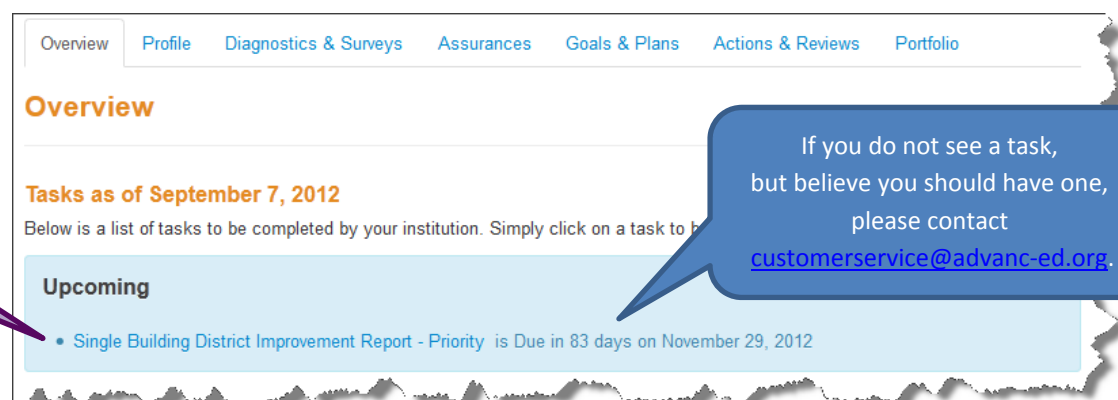
Select the non-bold “school” account to complete the SRO requirements.



Name	Address	Parent Institution
Academy of Make Believe	Lansing, Michigan	
Academy of Make Believe	Lansing, Michigan	Academy of Make Believe

Upon selecting the school account for your Single Building District (as referenced above), you should see an upcoming task listed with a due date of November 29, 2012. Clicking the task name will display the task details required for submission.

Click on the task name to view the document details required for submission.



Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

Overview

Tasks as of September 7, 2012

Below is a list of tasks to be completed by your institution. Simply click on a task to b

Upcoming

- [Single Building District Improvement Report - Priority](#) is Due in 83 days on November 29, 2012

If you do not see a task, but believe you should have one, please contact customerservice@advanc-ed.org.

Viewing Task Details

The Task Details page provides a list of all components to be included in the submitted document.

Note: Clicking the task name on the **Overview** tab takes you to the **Portfolio** tab.

The Section identifies which components are Diagnostics and Assurances.

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED				Add / Remove
Diagnostic	Single Building District Resource Allocation Self-Assessment Diagnostic	MDE				Add / Remove
Assurance	N/A	MDE				Add / Remove
Diagnostic	Transformation Redesign Diagnostic	MDE			✓	Add / Remove
Diagnostic	Turnaround Redesign Diagnostic	MDE			✓	Add / Remove

There are checkmarks in the **Optional** field for the Transformation and Turnaround Diagnostics because schools are only required to submit one, not both, depending on the federal model they select for reform/redesign.

Use the **Diagnostic & Surveys** and **Assurances** tabs at the top of the screen to navigate to the content that needs to be completed in order to submit the report. Once the diagnostics and assurances are completed, return to this page to “Add” the completed content to the report and submit.

Administering Diagnostics

Click the **Diagnostic & Surveys** tab at the top of the page.

Note: Parent, Student, and Staff Surveys are also available for administration under the **Survey** tab.

Overview Profile **Diagnostics & Surveys** Assurances Goals & Plans Actions & Reviews Portfolio

Diagnostics and Surveys

These Diagnostic and Survey Tools will assist your institution in collecting valuable data to inform your improvement efforts. encourage you to use them regularly to gauge your progress.

Diagnostics **Surveys** Reports

To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the dia

Start a Diagnostic

Diagnostics can be self-administered at any time by clicking on the **Start a Diagnostic** button. Schools and school systems/districts are encouraged to use diagnostic tools as part of an ongoing self-assessment process.

The screenshot shows a web interface with three tabs: 'Diagnostics', 'Surveys', and 'Reports'. Below the tabs, there is a text instruction: 'To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.' A button labeled 'Start a Diagnostic' is highlighted with a mouse cursor. Below this is a table with the following data:

School Year	Name	Description	Due on	Status
2012-2013	Turnaround Redesign Diagnostic	2012-13 Turnaround Diagnostic (Edit)	Not applicable	In Progress

As you administer diagnostics, they will appear in a table at the bottom of the screen.

Upon clicking the **Start a Diagnostic** button, you will be taken to the Start a Diagnostic page where you can select the diagnostic you would like to administer from a drop-down list.

The screenshot shows the 'Start a Diagnostic' page. At the top, there is a heading 'Start a Diagnostic'. Below it, a text box says 'Choose a Diagnostic'. A drop-down menu is open, showing a list of diagnostic options: 'Executive Summary', 'Focus School Diagnostic', 'Improvement Plan Stakeholder Involvement', 'Self Assessment', 'Self Assessment with Early Learning Standard', 'Single Building District Resource Allocation Self-Assessment (ERS) Diagnostic', 'Stakeholder Feedback Diagnostic', 'Student Performance Diagnostic', 'Transformation Redesign Diagnostic', and 'Turnaround Redesign Diagnostic'. A mouse cursor is pointing at 'Executive Summary'. Below the drop-down menu, there is a text field labeled 'Description' with the text '2011-12 Sample School Executive Summary'. Below the text field, there is a note: 'Use this field to distinguish the diagnostics you create from one another'. At the bottom, there are two buttons: 'Cancel' and 'Start'.

Note: The only way to preview a diagnostic is to start it. You can delete the diagnostic if you decide it is not needed.

Be sure to provide a brief description that will help to differentiate one diagnostic from another. You may decide to administer multiple diagnostics over time.

Once you have selected a diagnostic and provided a description, click **Start**. All diagnostics are self-administered in the same fashion. Single Building Districts will need to complete an Executive Summary, Single Building District Resource Allocation Self-Assessment Diagnostic, as well as, either the Transformation Redesign or Turnaround Redesign Diagnostic.

You will notice that there are several additional diagnostic tools available in the drop-down menu. Feel free to explore and use these additional diagnostic tools as part of your ongoing self-assessment and continuous improvement process.

Completing the Executive Summary

The Executive Summary is a narrative diagnostic tool that captures your school or school system's story. It contains the vision and cultural context of the institution, as well as key information about how the school provides teaching and learning. Challenges and opportunities are highlighted in the document.

The diagnostic content is tailored for schools, school systems, corporations, ESAs and early learning institutions. ASSIST provides the appropriate content based on institution type.

The Executive Summary is a required component of the Reform/Redesign Report; however, institutions are encouraged to use it as an ongoing support tool. Exhibit A (attached) contains the school level Executive Summary content.

The number of items within a section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the Executive Summary by clicking the section title.

Clicking a section title on the Diagnostic Summary will open the Section Summary screen where you can view the item and respond by clicking the **Respond** link.

Note: You can return to this screen at any time to change an item response until the document is submitted.

Clicking the Respond link will open a narrative box where you can type your response to the item. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

There is a 6000 character limit to each section of the Executive Summary.

Click **Save and Continue** to move forward to the next item.

Achievements and Notable Improvements

Describe the school's achievements and notable improvements in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Enter your response

6000 characters left

[Previous](#) [Save and Continue](#)

Once each section of the Executive Summary has a response, a **Complete** button will appear at the bottom of the Diagnostic Summary screen. Upon clicking this button, the Executive Summary will be locked from editing and available to add to the Reform/Redesign Report for submission.

View, save, or print a PDF of the Executive Summary at any time during the process.

Executive Summary

Success! The Diagnostic has been completed.

2012-13 Executive Summary

Published on: Sep 05, 2012

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

The diagnostic you are attempting to access had already been completed. This diagnostic needs to be reopened before you can access it.

[View PDF](#) [Reopen](#)

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#) [Actions & Reviews](#) [Portfolio](#)

Executive Summary

2012-13 Executive Summary

Published on: Sep 05, 2012

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Description of the School
1 of 1 items are completed

School's Purpose
1 of 1 items are completed

Notable Achievements and Areas of Improvement
1 of 1 items are completed

Additional Information
1 of 1 items are completed

[View PDF](#) [Complete](#)

Note: The information provided in the Executive Summary is made available to the public through the AdvancED Institution Locator on the AdvancED website, if you are an North Central Association (NCA) accredited institution. Even after publishing, you can come back to this diagnostic at any time to make updates and republish.

Completing the Transformation Redesign Diagnostic

The Transformation Redesign Diagnostic is a narrative tool that captures information and details for how the district plans to address the requirements of the federal Transformation model. The collection of items within this diagnostic addresses all of the requirements for this model.

Districts selecting the Transformation option should complete this diagnostic and include it as part of their Reform/Redesign Report submission. Exhibit B (attached) contains the Transformation Redesign Diagnostic content.

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the diagnostic by clicking the section title.

The screenshot shows the 'Transformation Redesign Diagnostic' interface. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (selected), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. The main heading is 'Transformation Redesign Diagnostic'. Below it, the text reads: '2012-13 Transformation Redesign Diagnostic. The following items are required elements of the Transformation Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.' The interface lists six parts, each with a progress bar indicating completion status:

- PART A: REFORM TEAM PERSONNEL** (1 of 1 items are completed) - 100% green bar
- PART B: TEACHING AND LEARNING PRIORITIES** (2 of 2 items are completed) - 100% green bar
- PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS** (3 of 5 items are completed) - 60% blue bar
- PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES** (1 of 2 items are completed) - 50% red bar
- PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT** (0 of 2 items are completed) - 0% gray bar
- PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT** (0 of 2 items are completed) - 0% gray bar

At the bottom, there are buttons for 'View PDF' and 'Delete'.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Select an item by clicking the **Respond** link.

The screenshot shows the 'PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT' section. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (selected), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. The main heading is 'PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT'. Below the heading, there is a link: 'Back to Transformation Redesign Diagnostic'. A legend indicates: '✖ Denotes an incomplete response.' and '✔ Denotes a completed response that can be edited.' Below the legend is a table titled 'Summary of all responses'.

Response	Status	Description
Respond	✔	Explain how the school will establish schedules and strategies that provide for increased time for all students to learn core academic content by expanding the school day, week or year (specify the amount of time added). Include enrichment activities for students and increased collaboration time for teachers.
Respond	✖	Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Respond

« Back to **PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**

Describe strategies for continuous engagement of families and community. Detail how the school will provide for the ongoing family and community engagement.

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

6000 characters left

< Previous **Save and Continue**

There is a 6000 character limit for each narrative response to this diagnostic.

Respond to each item by selecting providing a written narrative in the box provided. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Transformation Redesign Diagnostic will be locked from editing and available to add to the Reform/Redesign Report for submission.

Transformation Redesign Diagnostic

Success! The Diagnostic has been completed.

2012-13 Transformation Redesign Diagnostic

The following items are required elements of the Transformation Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

The diagnostic you are attempting to access had already been completed. This diagnostic needs to be reopened before you can access it.

View PDF Reopen Delete

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

Transformation Redesign Diagnostic

2012-13 Transformation Redesign Diagnostic

The following items are required elements of the Transformation Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

PART A: REFORM TEAM PERSONNEL
1 of 1 items are completed

PART B: TEACHING AND LEARNING PRIORITIES
2 of 2 items are completed

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
5 of 5 items are completed

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
2 of 2 items are completed

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT
2 of 2 items are completed

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT
2 of 2 items are completed

View PDF Complete Delete

View, save, or print a PDF of the diagnostic at any time during the process.

Completing the Turnaround Redesign Diagnostic

The Turnaround Redesign Diagnostic is a narrative tool that captures information and details for how the district plans to address the requirements of the federal Turnaround model. The collection of items within this diagnostic addresses all of the requirements for this model.

Districts selecting the Turnaround option should complete this diagnostic and include it as part of their Reform/Redesign Report submission. *Exhibit C (attached)* contains the Turnaround Redesign Diagnostic content.

The number of items within each section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the diagnostic by clicking the section title.

The screenshot shows the 'Turnaround Redesign Diagnostic' interface. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (selected), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. Below the tabs, the title 'Turnaround Redesign Diagnostic' is displayed. Underneath, the section '2012-13 Turnaround Diagnostic' is shown, followed by a brief instruction: 'The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.' Below this, five sections are listed with their completion status and progress bars:

- PART A: REFORM TEAM PERSONNEL**
1 of 1 items are completed (100% green bar)
- PART B: TEACHING AND LEARNING PRIORITIES**
2 of 2 items are completed (100% green bar)
- PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS**
3 of 5 items are completed (60% blue bar)
- PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES**
0 of 4 items are completed (0% gray bar)
- PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT**
1 of 2 items are completed (50% red bar)

At the bottom, there are buttons for 'View PDF' and 'Delete'.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have. ASSIST does not check for accuracy of information in a narrative response, so it is important to review all responses prior to completion.

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Select an item by clicking the **Respond** link.

The screenshot shows the 'PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES' section. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (selected), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. Below the tabs, the title 'PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES' is displayed. Underneath, there is a link 'Back to Turnaround Redesign Diagnostic'. Below this, there are two lines of text: 'Denotes an incomplete response.' (with a gray checkmark) and 'Denotes a completed response that can be edited.' (with a green checkmark). Below this, there is a table titled 'Summary of all responses'.

Respond		
Respond	✓	Describe plans and timelines for ongoing, high quality, job embedded professional learning (subject specific pedagogy, differentiated instruction or a deeper understanding of the community served). Show how professional learning is aligned and designed to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
Respond	✓	Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Respond

[Back to PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES](#)

Describe the new governance structure adopted that will assist with the building turnaround process. The new governance may include a turnaround office, or a turnaround leader who reports directly to the superintendent.

Enter your response

Plain text only. This form does not support the copy-and-paste of files, images, or tables.

6000 characters left

[< Previous](#) [Save and Continue](#)

There is a 6000 character limit for each narrative response to this diagnostic.

Respond to each item by selecting providing a written narrative in the box provided. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have been a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Turnaround Redesign Diagnostic will be locked from editing and available to add to the Reform/Redesign Report for submission.

Turnaround Redesign Diagnostic

Success! The Diagnostic has been completed.

2012-13 Turnaround Diagnostic

The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

The diagnostic you are attempting to access had already been completed. This diagnostic needs to be reopened before you can access it.

[View PDF](#) [Reopen](#) [Delete](#)

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#) [Actions & Reviews](#) [Portfolio](#)

Turnaround Redesign Diagnostic

2012-13 Turnaround Diagnostic

The following items are required elements of the Turnaround Model. Write a concise, cohesive and comprehensive description after each requirement describing how the requirement will be implemented in the school.

PART A: REFORM TEAM PERSONNEL
1 of 1 items are completed

PART B: TEACHING AND LEARNING PRIORITIES
2 of 2 items are completed

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS
5 of 5 items are completed

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES
4 of 4 items are completed

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT
2 of 2 items are completed

[View PDF](#) [Complete](#) [Delete](#)

View, save, or print a PDF of the diagnostic at any time during the process.

Completing the Single Building District Resource Allocation Self-Assessment Diagnostic

The Single Building District Resource Allocation Self-Assessment Diagnostic is designed as a tool to help single building districts determine if resources (people, time, and money) are aligned in the best way possible to support Core Transformational Strategies that support high-performing schools. This tool is based on resource strategies and principles from "The Strategic School: Making the Most of People, Time, and Money" by Karen Hawley Miles and Stephen Frank (2008).

You will be asked to rate your institution's performance, using a Likert scale response, on 24 practices that are groups into three sections. It is most valuable to complete this diagnostic as a team. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions.

Once completed, this diagnostic should be included as part of your Reform/Redesign Report submission. Exhibit E (attached) contains the Turnaround Redesign Diagnostic content.

Respond to each section of the diagnostic by clicking the section title.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have.

Select an item by clicking the **Respond** link.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

Single Building District Resource Allocation Self-Assessment Diagnostic

2012-13 SBD Resource Allocation Self-Assessment

For each practice, rate your school's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This school assessment tool is based on resource strategies and principles from "The Strategic School: Making the Most of People, Time, and Money" by Karen Hawley Miles and Stephen Frank (2008).

Investing In Teaching Quality
7 of 13 items are completed

Creating Individual Attention and Personal Learning Environments
7 of 7 items are completed

Use Student Time Strategically
7 of 7 items are completed

View PDF Delete

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Investing In Teaching Quality

[Back to Single Building District Resource Allocation Self-Assessment Diagnostic](#)

Rate your district's performance to the best of your knowledge.

✓ Denotes an incomplete response.
✓ Denotes a completed response that can be edited.

Summary of all responses		
Respond	✓	Before posting a position, school leaders assess student need, staff capacity, and scheduling priorities to determine long-term staffing priorities and needs.
Respond	✓	School leaders work ahead to define a clear set of desired traits, skills, and work schedules, keeping in minds of the teacher's collaborative team, the school design, and the school's student population.
Respond	✓	School actively encourages interns and finds opportunities for teachers needing part-time work.
Respond	✓	A well-designed protocol, combined with classroom lesson demonstrations, assesses candidate expertise, philosophy, and commitment.
Respond	✓	School leaders carefully track whether new teachers are placed in supportive teams and make team changes as necessary to distribute expertise across grades and subjects, with the most expert teachers assigned to the highest priority areas.
Respond	✓	Professional Development content is consistent with the language, instructional methods, and timing of the school's instructional design, which had teacher teams use

Overview Profile **Diagnostics & Surveys** Assurances Goals & Plans Actions & Reviews Portfolio

Respond

[« Back to Investing In Teaching Quality](#)

Execute Hiring Plan Before posting a position, school leaders assess student need, staff capacity, and scheduling priorities to determine long-term staffing priorities and needs.

Strongly Disagree	Disagree	Agree	Strongly Agree	Don't Know
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

[Save and Continue](#)

Respond to each item by selecting a response using the radio dials provided.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the Single Building District Resource Allocation Self-Assessment Diagnostic will be locked from editing and available to add to the Reform/Redesign Report for submission.

View, save, or print a PDF of the Executive Summary at any time during the process.

Overview Profile **Diagnostics & Surveys** Assurances Goals & Plans Actions & Reviews Portfolio

Single Building District Resource Allocation Self-Assessment Diagnostic

2012-13 SBD Resource Allocation Self-Assessment

For each practice, rate your school's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This school assessment tool is based on resource strategies and principles from "The Strategic School: Making the Most of People, Time, and Money" by Karen Hawley Miles and Stephen Frank (2008).

Investing In Teaching Quality
13 of 13 items are completed

Creating Individual Attention and Personal Learning Environments
7 of 7 items are completed

Use Student Time Strategically
7 of 7 items are completed

[View PDF](#) [Complete](#) [Delete](#)

Overview Profile **Diagnostics & Surveys** Assurances Goals & Plans Actions & Reviews Portfolio

Single Building District Resource Allocation Self-Assessment Diagnostic

Success! The Diagnostic has been completed.

2012-13 SBD Resource Allocation Self-Assessment

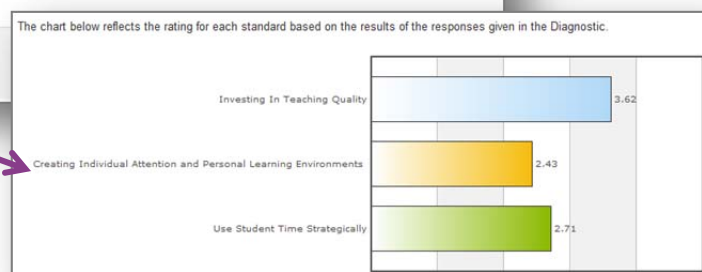
For each practice, rate your school's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This school assessment tool is based on resource strategies and principles from "The Strategic School: Making the Most of People, Time, and Money" by Karen Hawley Miles and Stephen Frank (2008).

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

[View PDF](#) [View results](#) [Reopen](#) [Delete](#)

Upon completion, a **View Results** button will be displayed at the bottom of the screen. This produces a graph using the diagnostic results.

A **Reopen** button will also be available until the diagnostic is submitted as part of the Single Building District Improvement – Priority Report.



Certifying Assurances

Click the **Assurances** tab at the top of the page.

All priority single building districts, regardless of the federal model they choose to implement, are required to certify and submit assurances as part of their Reform/Redesign Report in ASSIST. Exhibit D (attached) contains the school assurances content.

Assurances can be self-activated at any time by clicking on the **Start an Assurance** button. Upon clicking this button, you will be taken to the Create Assurances Report page where you will

- 5) select Michigan Department of Education from the Agency drop-down menu
- 6) select the current school year
- 7) provide a brief description that will help to differentiate one set of assurances from another over time.
- 8) click **Create**

School Year	Name	Description	Due on	Status	Action
2012-2013	Michigan Department of Education Assurances	2012-13 MDE Assurances (Edit)	N/A	Completed	View PDF

Any assurances that have already been started for your institution will show in a table within the Assurances section. Clicking the assurance name will allow you to view/edit the assurance certification status.

Note: The only way to preview assurances is to start them. You can delete them if you decide they are not needed.

Agency: Michigan Department of Education

School Year: 2012-2013

Description: 2012-13 SRO Assurances

Use this field to distinguish the assurances you create from one another

Buttons: Cancel, Create

The Assurances Detail screen provides a list of all the assurances that require certification, as well as the current certification status.

Assurances Detail

Michigan Department of Education Assurances for 2012-2013 2012-13 SRO Assurances

Priority Assurances

Assurance Name	Certified
Teacher and Leader Evaluation Processes	Yes
Professional Development Calendar	Yes
Increased Learning Time - School Calendar	Not Yet
Increased Enrichment Opportunities	Not Yet
Teacher Collaboration	Not Yet
MOU or Collective Bargaining Agreement	Not Yet

[View PDF](#) [Delete](#)

Click an assurance name to view the assurance statement and provide/edit a response.

Upon entering each assurance, read the statement and select a certification status. If a certification status of “no” is selected, you will be required to provide a comment in the box provided.

Click the **Save** button to save your response and continue with the next assurance.

Attachments

- Only one file per assurance can be attached. If you need to attach multiple documents, combine them into a single PDF document and then attach.
- Most file types are supported as uploads.

Edit Assurance

Increased Learning Time - School Calendar

Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)

☐ Yes, we certify the above assurance.
 ☒ No, we do not certify the above assurance at this time.

Comments

600 characters left

Attach a File

[Browse...](#)

[Save](#)
[Cancel](#)
[Reset](#)

Note: Many of the assurances require an attachment. Be sure to attach the required document using the **Browse** button at the bottom of the screen.

Once all assurances have a certification status, the document status will automatically change to “Completed.”

Overview

Profile

Diagnostics & Surveys

Assurances

Goals & Plans

Actions & Reviews

Portfolio

Assurances

Select from the list below to access an Assurances Report.

Start an Assurance

School Year	Name	Description	Due on	Status	Action
2012-2013	Michigan Department of Education Assurances	2012-13 MDE Assurances (Edit)	N/A	Completed	View PDF

A printable copy of the assurances can be downloaded, saved, and printed at any time by clicking the **View PDF** link. The PDF will contain the certification status and comments entered, as well as the document name of any uploaded files.

Michigan Department of Education Assurances		
Sample School		
Michigan Department of Education Assurances		
Priority Assurances		
Assurance	Certified	Comment/Attachment
Our school has implemented an evaluation process, which includes a significant connection with student growth, to assess the effectiveness of teachers and leaders working in our school. (Attach a copy of the evaluation tool below.)	Yes	TeacherEvaluationTool.docx
Our school has a Professional Development calendar that supports the reform effort selected for our school. (Attach a copy of the professional development calendar below.)	Yes	ProfessionalDevelopmentCalendar.pptx
Our school has implemented an extended learning time model to increase instructional time as evidenced by our daily school schedule, teacher collaboration schedule and student schedule. (Attach a copy of the schedule(s) below.)	Yes	The appendix provided in the attached document shows a detailed breakdown of our daily school schedule as compared to previous years. SampleSchoolCalendar.pdf
Our school provides additional time to improve student learning and		

Completing and Submitting the Single Building District Improvement Report - Priority

Click the **Portfolio** tab at the top of the page, and then open the Single Building District Improvement Report (This report can also be viewed by clicking the task name on the **Overview** tab.) Note: The report will be located under the 2012-13 School Year.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews **Portfolio**

Portfolio

The Portfolio contains all documents you are responsible for completing, organized by school year.
Click on the school year to see all associated documents for that time period.

▼ 2012-2013 School Year

Single Building District Improvement Report - Priority is Due in 83 days on November 29, 2012

Single Building District Improvement Report - Priority (In Progress)

Single building districts do not have the same central office structure as districts that support elementary and secondary schools. Priority and Focus Schools that are single building districts are required to complete the ERS Strategic School Diagnostic Tool as an alternative to the ERS ResourceCheck. This School Diagnostic School asks the school leadership to self-assess against Resource Principles that characterize high performing schools. The results of this diagnostic gives leadership focus areas for resource allocation.

Attention This document is due on Nov 29, 2012

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED				Add / Remove
Diagnostic	Single Building District Resource Allocation Self-Assessment Diagnostic	MDE				Add /
Assurance	N/A					
Diagnostic	Transformation Redesign Diagnostic					
Diagnostic	Turnaround Redesign Diagnostic					

Add Components to your document

Select the components to add or remove from your document.

☒ 2012-13 Executive Summary

[Save Selection](#) [Cancel](#)

Click the **Add/Remove** button next to each component. This will open a window that allows you to select the diagnostic you would like to attach. Select a diagnostic by checking the box and **Save** your selection.

Note: If you click the **Add/Remove** button prior to starting that diagnostic under the **Diagnostic & Surveys** tab, you will not see anything to attach. If you have created multiple diagnostics (e.g., 2 Executive Summaries), you will see them both in the list and select only the one you want to attach for submission.

Saving a selection will make it appear within the Components section of the report table. You can click the name to view/edit the diagnostic or assurance results.

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Executive Summary	AdvancED	2012-13 Executive Summary	✓		Add / Remove
Diagnostic	Transformation Redesign Diagnostic	MDE	2012-13 Transformation Redesign Diagnostic	✓	✓	Add / Remove
Diagnostic	Turnaround Redesign Diagnostic	MDE			✓	Add / Remove
Assurance	N/A	MDE	Michigan Department of Education Assurances	✓		Add / Remove

[Submit](#) [View PDF](#) [View Comments](#)

If all questions in the component have a response, a checkmark will appear in the completed column.

Once all required components of the document have a completed checkmark, the document can be submitted by clicking the **Submit** button at the bottom of the page.

Note: You can view a PDF of the complete document at any time during the process by clicking the **View PDF** button at the bottom of the page.

Focus Schools

All schools identified as “Focus” by the Michigan Department of Education, have been assigned an ASSIST task to complete and submit a Focus School Report. This report contains a single diagnostic with two sections. The content for this diagnostic is provided in the box to the right. Use the steps provided below to complete and submit your responses in ASSIST.

Statewide System of Support
517.335.4733

Focus School Diagnostic

A Focus school is a school with the largest achievement gaps, defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students. The Focus School Diagnostic will assist the school in determining the appropriate use of their Title 1 set asides and in the revision of their School Improvement Plan in order to increase student achievement.

- **Teaching and Learning Priorities** - Identify two or three teaching and learning priorities that will decrease the achievement gap in the school while increasing all students' achievement.
- **Supporting Data** - State what data were used to identify these areas.

Getting Started

Upon logging into ASSIST, you should see an upcoming task listed with a due date of December 31, 2012. Clicking the task name will display the document details required for submission.

Click on the task name to view the document details required for submission.

Overview Profile Diagnostics & Surveys Assurances Goals & Plans Actions & Reviews Portfolio

Overview

Tasks as of September 7, 2012

Below is a list of tasks to be completed by your institution. Simply click on a task to begin or continue your work.

Upcoming

- [Focus School Report](#) is Due in 115 days on December 31, 2012

If you do not see a task, but believe you should have one, please contact customerservice@advanc-ed.org.

Focus Diagnostic (In Progress)

This school has been identified by the Michigan Department of Education (MDE) as a Focus School. A Focus school is a school with the largest achievement gaps, defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students. The Focus School Diagnostic will assist the school in determining the appropriate use of their Title 1 set asides and in the revision of their School Improvement Plan in order to increase student achievement. Please complete the following questions.

Attention This document is due on Dec 31, 2012

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	Focus School Diagnostic	MDE				Add / Remove

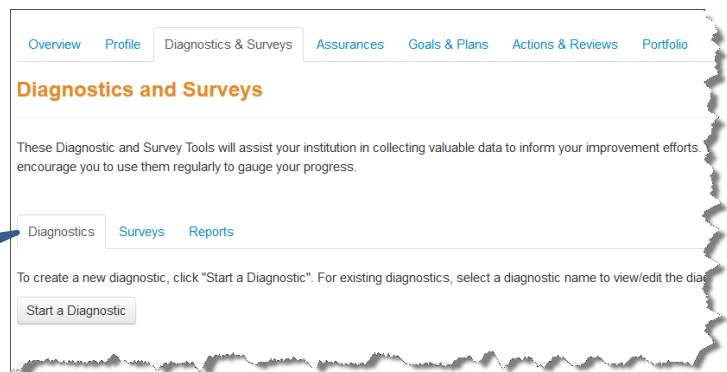
[Submit](#)

The Task Details page shows the one component that is required in the submitted document, the Focus School Diagnostic. Use the **Diagnostic & Surveys** tab at the top of the screen to navigate to the content that needs to be completed in order to submit the report. Once the diagnostics and assurances are completed, return to this page to “Add” the completed content to the report and submit.

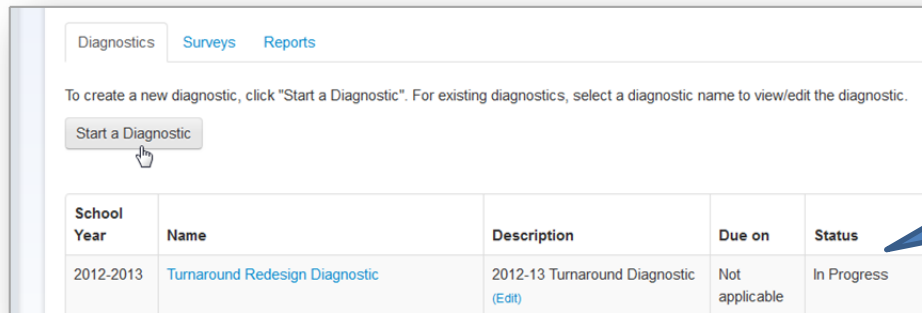
Administering Diagnostics

Click the **Diagnostic & Surveys** tab at the top of the page.

Note: Parent, Student, and Staff Surveys are also available for administration under the **Survey** tab.

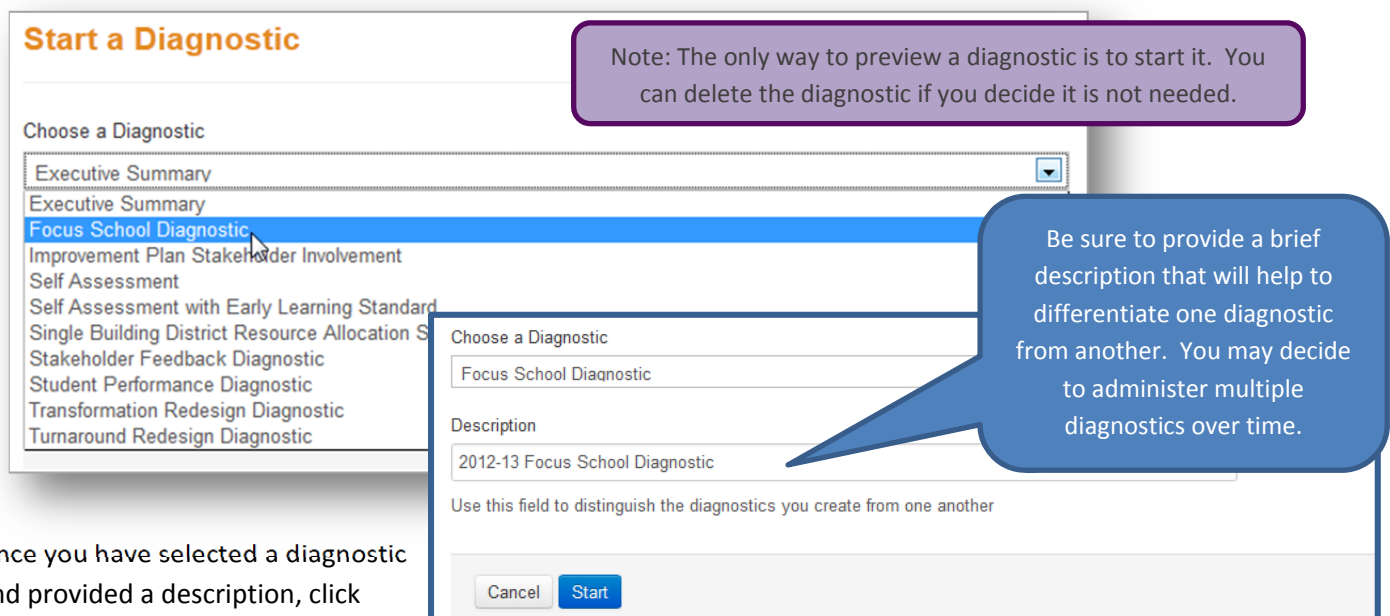


Diagnostics can be self-administered at any time by clicking on the **Start a Diagnostic** button. Schools and school systems/districts are encouraged to use diagnostic tools as part of an ongoing self-assessment process.



As you administer diagnostics, they will appear in a table at the bottom of the screen.

Upon clicking the **Start a Diagnostic** button, you will be taken to the Start a Diagnostic page where you can select the diagnostic you would like to administer from a drop-down list.



Once you have selected a diagnostic and provided a description, click

Start. All diagnostics are self-administered in the same fashion. Priority schools will need to complete an Executive Summary, as well as, either the Transformation Redesign or Turnaround Redesign Diagnostic.

You will notice that there are several additional diagnostic tools available in the drop-down menu. Feel free to explore and use these additional diagnostic tools as part of your ongoing self-assessment and continuous improvement process.

Completing the Focus School Diagnostic

The Focus School Diagnostic is the only required component of the Focus School Report submission.

Click the section title to view and respond to each item.

Clicking a section title on the Diagnostic Summary will open the Section Summary screen where you can view the item and respond by clicking the **Respond** link.

The screenshot shows the 'Focus School Diagnostic' summary page. At the top is a navigation bar with links: Overview, Profile, Diagnostics & Surveys (active), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. The main heading is 'Focus School Diagnostic'. Below it is the section '2012-13 Focus School Diagnostic' with a descriptive paragraph. There are two sections listed: 'Teaching and Learning Priorities' (0 of 1 items completed) and 'Supporting Data' (1 of 1 items completed). At the bottom are 'View PDF' and 'Delete' buttons.

The screenshot shows the 'Teaching and Learning Priorities' section summary. It includes a '« Back to Focus School Diagnostic' link, a legend for response status (incomplete and completed), and a 'Summary of all responses' table. The table has two columns: 'Respond' and 'Response'. The first row shows a completed response for the item 'Identify two or three teaching and learning priorities that will decrease the achievement gap in the school while increasing all students' achievement.'.

Clicking the Respond link will open a narrative box where you can type your response to the item. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

The screenshot shows the 'Respond' screen. It has a '« Back to Teaching and Learning Priorities' link and the same item description. Below is a large text area for 'Enter your response'. A blue callout bubble points to the text area, stating: 'There is a 6000 character limit to each section of the Executive Summary.' At the bottom is a 'Save and Continue' button.

Click **Save and Continue** to move forward to the next item.

Note: You can return to this screen at any time to change an item response until the document is submitted.

Once each section of the diagnostic has a response, a **Complete** button will appear at the bottom of the Diagnostic Summary screen. Upon clicking this button, the Executive Summary will be locked from editing and available to add to the Reform/Redesign Report for submission.

View, save, or print a PDF of the Executive Summary at any time during the process.

The screenshot shows the 'Focus School Diagnostic' interface. At the top, there are tabs: Overview, Profile, Diagnostics & Surveys (active), Assurances, Goals & Plans, Actions & Reviews, and Portfolio. Below the tabs, the title 'Focus School Diagnostic' is displayed. Underneath, the section '2012-13 Focus School Diagnostic' is shown, followed by a paragraph explaining the diagnostic's purpose. Below this, there are two sections: 'Teaching and Learning Priorities' and 'Supporting Data', each with a progress bar indicating '1 of 1 items are completed'. At the bottom, there are three buttons: 'View PDF' (disabled), 'Complete' (active), and 'Delete' (disabled).

Focus School Diagnostic

Success! The Diagnostic has been completed.

2012-13 Focus School Diagnostic

This school has been identified by the Michigan Department of Education (MDE) as a Focus School. A Focus school is a school with the largest achievement gaps, defined as the difference between the average scale score for the top 30% of students and the bottom 30% of students. The Focus School Diagnostic will assist the school in determining the appropriate use of their Title 1 set asides and in the revision of their School Improvement Plan in order to increase student achievement. Please complete the following questions.

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

View PDF Reopen Delete

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

Districts

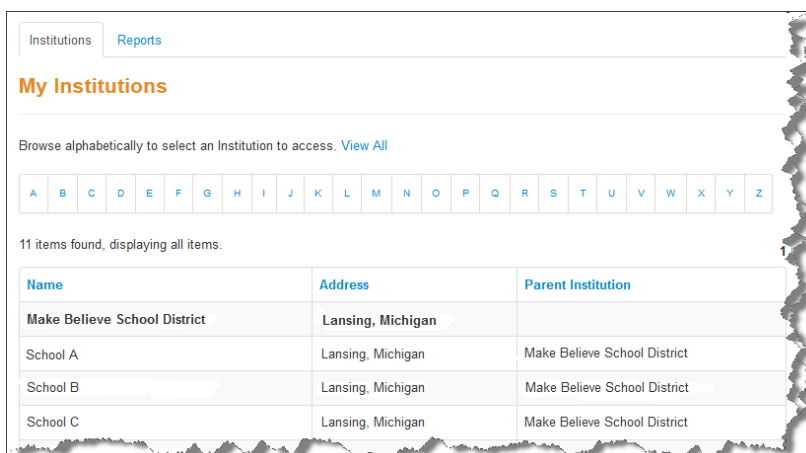
All districts with one or more school identified as “Priority” or “Focus” by the Michigan Department of Education, have been assigned an ASSIST task to complete and submit a **District Improvement Report - Priority**. This report consists of an Executive Summary and District Resource Allocation Self-Assessment Diagnostic. Use the steps provided below to guide the completion and submission of this report.

NOTE: In addition to submitting a district level report, districts are also expected to review and accept all reports submitted by Priority and Focus Schools in ASSIST. Instructions are provided at the end of this document.

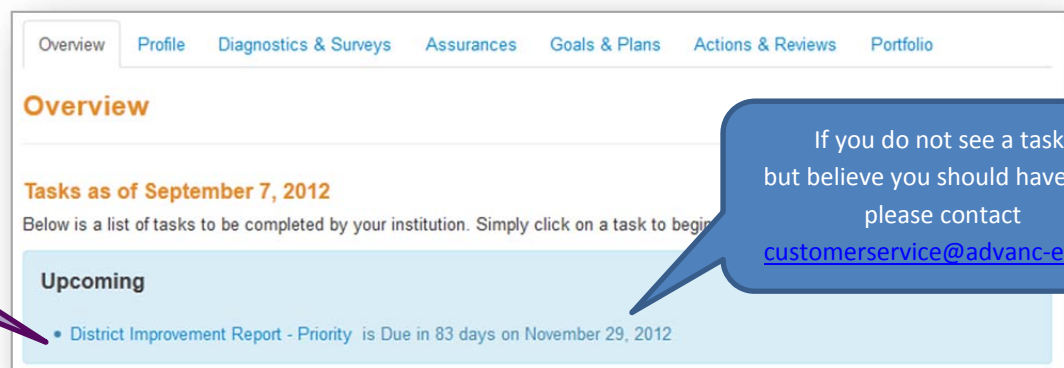
Getting Started

Upon logging into ASSIST, district users will see a list that includes the district and all of its schools.

Select the “district” account to complete the SRO requirements.



Upon selecting the district account, you should see an upcoming task listed for your district with a due date of November 29, 2012. Clicking the task name will display the task details required for submission.



Viewing Task Details

The Task Details page provides a list of all components to be included in the submitted document.

Note: Clicking the task name on the **Overview** tab takes you to the **Portfolio** tab.

District Improvement Report - Priority (In Progress)

Districts that support Priority or Focus Schools are required to self-assess their allocation of resources in the support of student achievement. This self-assessment is the ERS ResourceCheck. District staff will answer questions around seven core transformational strategies that support high-performing schools. By using the results of the ERS ResourceCheck to better align their resources, districts can become higher functioning in their support of their schools.

Attention This document is due on Nov 29, 2012

Section	Template	Agency	Components	Completed	Optional	Action
Diagnostic	District Resource Allocation Self-Assessment (ERS) Diagnostic	MDE				Add / Remove
Diagnostic	Executive Summary	AdvancED				Add / Remove

[Submit](#)

Use the **Diagnostic & Surveys** tab at the top of the screen to navigate to the content that needs to be completed in order to submit the report. Once the diagnostics are completed, return to this page to “Add” the completed content to the report and submit.

Administering Diagnostics

Click the **Diagnostic & Surveys** tab at the top of the page.

Note: Parent, Student, and Staff Surveys are also available for administration under the **Survey** tab.

Diagnostics and Surveys

These Diagnostic and Survey Tools will assist your institution in collecting valuable data to inform your improvement efforts. encourage you to use them regularly to gauge your progress.

[Diagnostics](#) [Surveys](#) [Reports](#)

To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.

[Start a Diagnostic](#)

Diagnostics can be self-administered at any time by clicking on the **Start a Diagnostic** button. Schools and school systems/districts are encouraged to use diagnostic tools as part of an ongoing self-assessment process.

[Diagnostics](#) [Surveys](#) [Reports](#)

To create a new diagnostic, click "Start a Diagnostic". For existing diagnostics, select a diagnostic name to view/edit the diagnostic.

[Start a Diagnostic](#)

School Year	Name	Description	Due on	Status
2012-2013	Turnaround Redesign Diagnostic	2012-13 Turnaround Diagnostic (Edit)	Not applicable	In Progress

As you administer diagnostics, they will appear in a table at the bottom of the screen.

Upon clicking the **Start a Diagnostic** button, you will be taken to the Start a Diagnostic page where you can select the diagnostic you would like to administer from a drop-down list.

Start a Diagnostic

Note: The only way to preview a diagnostic is to start it. You can delete the diagnostic if you decide it is not needed.

Choose a Diagnostic

Executive Summary

Executive Summary

Focus School Diagnostic

Improvement Plan Stakeholder Involvement

Self Assessment

Self Assessment with Early Learning Standard

Single Building District Resource Allocation Self-Assessment (ERS) Diagnostic

Stakeholder Feedback Diagnostic

Student Performance Diagnostic

Transformation Redesign Diagnostic

Turnaround Redesign Diagnostic

Be sure to provide a brief description that will help to differentiate one diagnostic from another. You may decide to administer multiple diagnostics over time.

Choose a Diagnostic

Executive Summary

Description

2011-12 Sample School Executive Summary

Use this field to distinguish the diagnostics you create from one another

Cancel Start

Once you have selected a diagnostic and provided a description, click **Start**. All diagnostics are self-administered in the same fashion. Single Building Districts will need to complete an Executive Summary, Single Building District Resource Allocation Self-Assessment Diagnostic, as well as, either the Transformation Redesign or Turnaround Redesign Diagnostic.

You will notice that there are several additional diagnostic tools available in the drop-down menu. Feel free to explore and use these additional diagnostic tools as part of your ongoing self-assessment and continuous improvement process.

Completing the Executive Summary

The Executive Summary is a narrative diagnostic tool that captures your school system's story. It contains the vision and cultural context of the institution, as well as key information about how the school provides teaching and learning. Challenges and opportunities are highlighted in the document.

The diagnostic content is tailored for schools, school systems, corporations, ESAs and early learning institutions. ASSIST provides the appropriate content based on institution type.

The Executive Summary is a required component of the Reform/Redesign Report; however, institutions are encouraged to use it as an ongoing support tool. Exhibit A (attached) contains the school level Executive Summary content.

The number of items within a section is provided below the section title. The progress bar provides a visual of section completeness.

Respond to each section of the Executive Summary by clicking the section title.

Clicking a section title on the Diagnostic Summary will open the Section Summary screen where you can view the item and respond by clicking the **Respond** link.

Overview Profile Diagnostics & Surveys Goals & Plans Assurances Portfolio

Diagnostic Summary

Executive Summary

2011-12 Sample School Executive Summary (Edit)

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School
1 of 1 items are completed

School's Purpose
1 of 1 items are completed

Achievements and Notable Improvements
0 of 1 items are completed

Additional Information
0 of 1 items are completed

View PDF Delete

Overview Profile Diagnostics & Surveys Goals & Plans Assurances Portfolio

Section Summary

« Back to Diagnostic Summary

Achievements and Notable Improvements

Responses

✓ Denotes an incomplete response.
✓ Denotes a completed response that can be edited.

Summary of all responses	
Respond	Describe the school's achievements and notable improvements in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Note: You can return to this screen at any time to change an item response until the document is submitted.

Clicking the Respond link will open a narrative box where you can type your response to the item. You can copy and paste text from a text editor or Microsoft Word document. ASSIST does not support special formatting, images, or tables.

There is a 6000 character limit to each section of the Executive Summary.

Click **Save and Continue** to move forward to the next item.

Achievements and Notable Improvements

Describe the school's achievements and notable improvements in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Enter your response

6000 characters left

[Previous](#) [Save and Continue](#)

Once each section of the Executive Summary has a response, a **Complete** button will appear at the bottom of the Diagnostic Summary screen. Upon clicking this button, the Executive Summary will be locked from editing and available to add to the Reform/Redesign Report for submission.

View, save, or print a PDF of the Executive Summary at any time during the process.

Executive Summary

Success! The Diagnostic has been completed.

2012-13 Executive Summary
Published on: Sep 05, 2012

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

The diagnostic you are attempting to access had already been completed. This diagnostic needs to be reopened before you can access it.

[View PDF](#) [Reopen](#)

Once completed, a **Reopen** button will appear that allows the school to make additional changes to the diagnostic prior to submission if needed.

[Overview](#) [Profile](#) [Diagnostics & Surveys](#) [Assurances](#) [Goals & Plans](#) [Actions & Reviews](#) [Portfolio](#)

Executive Summary

2012-13 Executive Summary
Published on: Sep 05, 2012

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use the links below to navigate the Executive Summary and respond to the various questions. The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Description of the School
1 of 1 items are completed

School's Purpose
1 of 1 items are completed

Notable Achievements and Areas of Improvement
1 of 1 items are completed

Additional Information
1 of 1 items are completed

[View PDF](#) [Complete](#)

Note: The information provided in the Executive Summary is made available to the public through the AdvancED Institution Locator on the AdvancED website, if you are an North Central Association (NCA) accredited institution. Even after publishing, you can come back to this diagnostic at any time to make updates and republish.

Completing the District Resource Allocation Self-Assessment Diagnostic

The District Resource Allocation Self-Assessment Diagnostic is designed as a tool to help districts determine if resources (people, time, and money) are aligned in the best way possible to support Core Transformational Strategies that support high-performing schools. This tool is based on resource strategies and principles from “The Strategic School: Making the Most of People, Time, and Money” by Karen Hawley Miles and Stephen Frank (2008).

You will be asked to rate your district’s performance, using a Likert scale response, on 35 practices that are groups into seven sections. It is most valuable to complete this diagnostic as a team. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions.

Once completed, this diagnostic should be included as part of your District Improvement Report submission. Exhibit F (attached) contains the District Resource Allocation Self-Assessment Diagnostic content.

Respond to each section of the diagnostic by clicking the section title.

Upon entering each section, you will see a table that provides the items within each section. Items with a gray checkmark have not yet received a response, whereas those with a green checkmark have.

Select an item by clicking the **Respond** link.

2012-13 District Resource Allocation Self-Assessment

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This assessment tool is based on resource strategies and principles Licensed by [Education Resource Strategies, Inc.](#) under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0

School Funding
4 of 4 items are completed

Teaching
3 of 10 items are completed

School Design
5 of 8 items are completed

Instructional Support
1 of 4 items are completed

Leadership
3 of 3 items are completed

Central Services
4 of 4 items are completed

Partnerships
1 of 2 items are completed

[View PDF](#) [Delete](#)

Instructional Support

[Back to District Resource Allocation Self-Assessment \(ERS\) Diagnostic](#)

Rate your district's performance to the best of your knowledge.

✓ Denotes an incomplete response.
✓ Denotes a completed response that can be edited.

Summary of all responses

Respond	✓	The district publishes learning standards, topics of study, and approved curriculum materials for each grade level, mapped to state and local standards.
Respond	✓	Teachers frequently assess student progress and use the results to adjust their instruction.
Respond	✓	Percent of school leaders and teachers that are trained and proficient in using data to inform school improvement and classroom practice.
Respond	✓	The district has a system that identifies areas of improvement within each school, helps

At any time you can return to the Diagnostic Summary to view a different section or overall diagnostic progress.

Respond

[← Back to Instructional Support](#)

Provide Assessment Systems Teachers frequently assess student progress and use the results to adjust their instruction.

Never	Sometimes	Frequently	Always	Don't Know
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

[< Previous](#) [Save and Continue](#)

Respond to each item by selecting a response using the radio dials provided.

Clicking **Save and Continue** will automatically take you to the next item in the diagnostic.

Note: You can return to this screen at any time to change an item response.

Once all questions in the diagnostic have a response, a **Complete** button will appear at the bottom of the diagnostic summary screen. Upon clicking this button, the District Resource Allocation Self-Assessment Diagnostic will be locked from editing and available to add to the District Improvement Report for submission.

View, save, or print a PDF of the Executive Summary at any time during the process.

District Resource Strategies Diagnostic

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This assessment tool is based on resource strategies and principles Licensed by [Education Resource Strategies, Inc.](#) under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0

School Funding
4 of 4 items are completed

Teaching
10 of 10 items are completed

School Design
8 of 8 items are completed

Instructional Support
4 of 4 items are completed

Leadership
3 of 3 items are completed

Central Services
4 of 4 items are completed

Partnerships
2 of 2 items are completed

[View PDF](#) [Complete](#) [Delete](#)

Upon completion, a **View Results** button will be displayed at the bottom of the screen. This produces a graph using the diagnostic results.

A **Reopen** button will also be available until the diagnostic is submitted as part of the District Improvement – Priority Report.

District Resource Allocation Self-Assessment (ERS) Diagnostic

District Resource Strategies Diagnostic

For each principle, rate your district's performance to the best of your knowledge. It is okay to select "don't know," as we do not expect that everyone would know the answers to all questions. Patterns of "don't knows" may be indicators of opportunity for cross-functional discussion. This assessment tool is based on resource strategies and principles Licensed by [Education Resource Strategies, Inc.](#) under the Creative Commons Attribution-Noncommercial-No Derivative Works 3.0

The diagnostic you are attempting to access had already been completed and you cannot make changes to its contents. The diagnostic needs to be reopened before you can access it.

[View PDF](#) [View results](#) [Reopen](#) [Delete](#)



Reviewing Priority and Focus School Reports

Upon logging into ASSIST, district users will see a list that includes the district and all of its schools.

Select the “school” for which you want to review a report.

Upon selecting the school account, you should see a task listed for that school.

Click on the task name to view the submitted report.

The screenshot shows the ASSIST interface. The top section is titled 'My Institutions' and includes a list of institutions. A red arrow points to the 'School C' entry. Below this, the 'Overview' page for 'School C' is shown. It features a 'Tasks as of September 7, 2012' section with a list of tasks. A purple callout bubble points to the 'Reform Redesign Report' task.

Name	Address	Parent Institution
Make Believe School District	Lansing, Michigan	
School A	Lansing, Michigan	Make Believe School District
School B	Lansing, Michigan	Make Believe School District
School C	Lansing, Michigan	Make Believe School District

Section	Template	Agency	Components	Completed	Optional
Diagnostic	Executive Summary	AdvancED	2012-13 Executive Summary	✓	
Diagnostic	Transformation Redesign Diagnostic	MDE	2012-13 Transformation Redesign Diagnostic	✓	✓
Diagnostic	Turnaround Redesign Diagnostic	MDE			✓
Assurance	N/A	MDE	Michigan Department of Education Assurances	✓	

If the school submitted the report, there will be a link to the archived report at the bottom of the page. This link, or the View PDF button will give you access to the full report.

If you are satisfied with the report, click the **Approve** button to transmit the report to the state.

If the report needs additional work, click the **Reopen** button and provide comments when prompted regarding the necessary changes.

The school's principal, as well as the primary contact listed in the school's ASSIST Profile will receive an email when the report is approved or reopened.

The screenshot shows the 'Reform Redesign Report (Submitted)' page. It includes a table with report details and a bottom section with 'Reopen', 'Approve', 'View PDF', and 'View Comments' buttons. A purple callout bubble points to the 'Reopen' button. A blue callout bubble points to the 'Approve' button. A blue callout bubble points to the 'Archives' section, which lists archived reports.

Reform Redesign Report (Submitted)

As a school identified by the Michigan Department of Education as a Priority school, you are required to select one of the four federal models for your reform/redesign plan. If your school is selecting the closure or restart models, you should contact the School Reform Office to discuss the next steps for implementing and documenting this effort. If selecting either the Transformation or Turnaround model, you should review and respond to all individual requirements of the selected model. These plans are reviewed and need to be approved by the School Reform Officer.

Attention This document is due on Nov 29, 2012

Section	Template	Agency	Components	Completed	Optional
Diagnostic	Executive Summary	AdvancED	2012-13 Executive Summary	✓	
Diagnostic	Transformation Redesign Diagnostic	MDE	2012-13 Transformation Redesign Diagnostic	✓	✓
Diagnostic	Turnaround Redesign Diagnostic	MDE			✓
Assurance	N/A	MDE	Michigan Department of Education Assurances	✓	

Archives

- Archived On September 5, 2012
- Archived On September 5, 2012
- Archived On September 7, 2012

Note: If a document has been reopened and submitted multiple times, each submission is archived along with the comment history provided by the reviewer.